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Officer Career Development: Surface Warfare Officer Retention

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**Officer Career Development:
Surface Warfare Officer Retention**

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FOREWORD

This effort was conducted within program element 0602233N (Mission Support Technology), project RM33M20 (Manpower and Personnel Technology), task RM33M20.06 (Career and Occupational Design). The purpose of the work unit is to develop prototype models of unrestricted line (URL) officer career decisions that can be used to assess the impact of present and proposed URL career policy and practices upon those decisions and the officers' career activities.

This report was completed under the sponsorship of the Chief of Naval Research (ONT-222). This report develops a model of retention for married surface warfare officers.

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SUMMARY

Problem

The cumulative retention rates at the 12 year point for the surface warfare community during fiscal years 1988 and 1989 were 30 percent and 27 percent respectively. Officer losses of this magnitude can create problems for the Navy in fulfilling manpower requirements and can also produce generalized attitudinal and operational problems that could impact negatively on operational readiness. These problems are further compounded by the low retention rates experienced by the aviation community. Aviation losses require the surface community to fill additional shore billets that traditionally would have been filled by aviators.

Purpose

Using the Steers and Mowday (1981) model of employee turnover as the framework, the present study sought to identify the factors leading to surface warfare officer (SWO) retention.

Procedure

The sample used in the present study was extracted from a sample of 3,059 SWOs who participated in a survey of officer career development during 1986. Fifty-two leavers and three-hundred seventy-three stayers from commissioning years 1972 to 1982 were used in the analyses. All of these officers were married at the time of their response to the questionnaire. Using path analyses, an hypothesized model of SWO retention was tested, which identified several individual, organizational, and environmental factors as determinants of turnover.

Findings

The results of the analyses supported several of the major linkages contained in the model. In line with the model, stated career intent had the strongest influence on officer retention. Additionally, search for alternatives had a direct impact on retention. These two variables accounted for 29 percent of the variance in retention. Individuals' level of organizational commitment, along with spousal support and tenure, had a direct influence on officers' career intent. Additionally, the direct links from spousal support, esteem, assignment acceptability, and benefits to organizational commitment were also supported. Surprisingly, officers' level of promotability (based on previous fitness reports) did not add to our ability to predict retention.

Conclusions

The results of the present study provide further clarification of the role of organizational commitment in the turnover process. Organizational commitment was more important than both spousal support and tenure for predicting career intentions. This finding highlights the importance of individuals' identification and involvement in the organization in the reduction of turnover. Additionally, the finding that spousal support was a significant predictor of both organizational commitment and career intent emphasizes the role that non-work factors play in the turnover process and points to the need to include a variety of non-work factors when conducting future research in this area. The strong relation between intent to search for alternatives and actual turnover suggests that measures of the economic environment should be further investigated. It

appears that officers' evaluation of the benefits they receive in the Navy versus a civilian setting may have substantial impact on their intent to search for job alternatives in a civilian setting.

Recommendations

The results of the present study indicate that the key factors contributing to officers' intent to make the Navy a career are organizational commitment and spousal support. The following programs may serve to increase officers' intent to stay in the Navy and thereby influence retention.

1. Work with the Chief of Naval Operations (OP-156) and the Naval Military Personnel Command (NMPC-66) to develop programs that will increase family support for the officers' Navy careers. This may include programs that aid families while the officers are separated due to deployment and extended in-port work-up periods.

2. Obtain information comparing Navy and civilian benefits. Bruce, Russell, and Morrison (in review) found that when individuals first leave the Navy, they rate civilian medical care as being better than Navy medical care. As time goes on, however, and the officers have experienced civilian health benefits and care, they tend to rate medical care in both the civilian sector and the Navy as comparable. More information is needed to determine why these perceptions change.

3. Develop a program via Surface Warfare Officer School (SWOS) Division Officer Course and the early socialization process (first 6 months in initial assignment) that can help build self-esteem in SWOs. Apply some of the techniques used by the submarine community in nuclear power and prototype schools, and the aviation community in basic, intermediate, and advanced training to develop such self-confidence. As suggested by Morrison (1983), this could be based on the development of a significant level of skill within an initial surface warfare function.

4. Train detailers and department heads to work more skillfully with the junior officers during their career planning and assignment negotiations. This may improve the officers' attitudes toward the assignments they receive.

5. A future study identifying what factors influence level of spousal support should be conducted.

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INTRODUCTION

Problem

The present study addressed the retention problem among surface warfare officers (SWOs). The cumulative retention rates at the 12 year point for this community during fiscal years 1988 and 1989 were 30 percent and 27 percent, respectively. Officer losses of this magnitude can create problems for the Navy in fulfilling manpower requirements. Holzbach (1979) cites additional problems, aside from manpower requirements, that low retention rates can produce. These include: (1) lower overall quality of the remaining officer force because higher quality officers are leaving, or because lower quality officers are accepted who would not have been accepted under more favorable conditions, (2) increased difficulty in effectively managing the inventory of available officers, and (3) generalized attitudinal and operational problems that could impact negatively on operational readiness. These problems are also compounded by the low retention rates experienced by the aviation community. Aviation losses require the surface community to fill additional shore billets that traditionally would have been filled by aviators.

Purpose

Using the Steers and Mowday (1981) model of employee turnover as the framework, the present study sought to identify the factors leading to surface warfare officer retention.

Previous Research in Civilian Settings

The antecedents and consequences of organizational turnover have concerned researchers for many decades. Attempts to increase our understanding of this phenomenon has led to numerous studies investigating the individual and organizational factors related to turnover, as well as several reviews integrating this research to increase our knowledge of this complex process. A variety of factors including demographics, job characteristics, and affective responses have been identified as important determinants of turnover. The majority of these studies have followed a univariate approach, assessing the impact of a single variable on organizational turnover. Variables such as age and tenure have been identified as correlates of turnover in various organizations (Arnold & Feldman 1982; Arthur, 1981; Parasuraman, 1982). Most studies support a well established negative relationship between increased age and turnover (e.g. Bluedorn, 1982; Robinson, 1972; Waters, Roach, & Waters, 1976), and between tenure and turnover (Knowles, 1964; Mangione, 1973; Shott, Albright, & Glennon, 1963; Werbel, & Gould, 1984). Several personality traits have also demonstrated a strong relationship with turnover. These include manifest anxiety, authoritarianism, and neuroticism (Cleland & Peck, 1959; Hakkinen & Toivainen, 1960; MacKinney & Wolins, 1960). In addition, Spector and Michaels (1986) found a significant positive relationship between external locus of control and intention to quit.

In recent years the focus has shifted to a multivariate approach to predicting attrition. Consequently, there have been numerous attempts to develop models of the turnover process that incorporate several individual, organizational, and environmental factors (March & Simon, 1958; Mobley, 1977; Price, 1977; Steers & Mowday, 1981). Although the models differ in various respects, the basic link between negative job attitudes and turnover is common to all. Factors such

as alternative job opportunities, performance, and behavioral intentions are also hypothesized to play a role in the turnover process.

One of the earliest models was developed by March and Simon (1958). This model was one of the first attempts at integrating both individual and economic factors in the turnover process. According to March and Simon (1958), employees make a decision whether or not to participate in the organization. This decision is based on two components: (1) perceived desirability of movement from the organization, or the degree to which individuals' want to leave their job and (2) perceived ease of movement from the organization, or the relative ease of finding a job alternative. Whether or not an individual leaves an organization depends upon the interaction of these two components. The factors affecting perceived desirability of movement are job satisfaction and perceived possibility of intraorganizational transfer. Job satisfaction is determined by conformity of the job to self image, the predictability of job relationships, and by the compatibility of job and other roles. The perceived possibility of intraorganizational transfer is determined by the size of the organization. The number of perceived extraorganizational alternatives is thought to determine the perceived ease of movement. The number of perceived extraorganizational alternatives is a function of level of business activity, number of organizations visible to the individual, and personal characteristics of the participants.

A more recent model developed by Price (1977) identifies pay, integration, instrumental communication, formal communication, and centralization as determinants of job satisfaction, which then influences turnover. The model also specifies that opportunities that are external to the organization moderate the relationship between satisfaction and turnover. The Price model is an attempt to specify the importance of organizational variables (i.e., determinants of job satisfaction), environmental variables (i.e., opportunities external to the organization), and individual variables (i.e., job satisfaction) in the turnover process.

Several studies have provided support for the model showing that pay, integration, instrumental communication, formal communication, and centralization all influence level of satisfaction, which then influences turnover (Bluedorn, 1979; Martin, 1979; Price & Bluedorn, 1979). However, all of these studies have rejected the proposition that opportunities external to the organization moderate the relation between satisfaction and turnover. Rather, these studies found that external opportunities influence turnover indirectly through their influence on job satisfaction.

A model developed by Mobley (1977) specifies various intermediate links in the satisfaction turnover relationship. This model hypothesizes that individuals' evaluation of their existing job leads to experienced job satisfaction or dissatisfaction. Dissatisfaction subsequently leads to thoughts of quitting, evaluation of expected utility of search, intention to search for alternatives, and then an actual search for alternatives. After searching for alternatives, evaluations of these alternatives takes place. The evaluations determine intentions to quit/stay, which subsequently determine turnover. The important contribution of this model is the specification of the role of search for alternatives and evaluation of alternatives in the turnover process.

A test of the model by Mobley, Horner, and Hollingsworth (1978) provided support for the hypothesis that intentions are the best predictors of turnover, although the predicted internal relationships between finding an acceptable alternative and search for alternatives or intentions were mixed. Overall, the model accounted for 26 percent of the variance in turnover. Spencer,

Steers, and Mowday (1983) extended the work of Mobley et al. (1978) by conducting a partial replication of the model among a sample of university employees. In addition, two additional links of the Mobley (1977) model were studied: (1) extent of employee search for alternatives and (2) results of employee search for alternatives. The results of the study were in agreement with those of Mobley et al. (1978) and also double cross-validated well with hospital employees. However, the two additional links tested did not exhibit a significant relationship with intent to leave, as hypothesized by the Mobley (1977) model.

The Mobley, Griffeth, Hand, and Meglino (1979) model integrates aspects of the March and Simon (1958), Price (1977) and Mobley (1977) models. This model hypothesizes four major determinants of intentions to quit, with intentions to quit then influencing turnover. The four major determinants of intentions are job satisfaction-dissatisfaction, expected utilities of alternative work roles that are in the organization, expected utilities of external (to the organization) work roles, and nonwork values.

A study by Michaels and Spector (1982) provided support for the model, as well as for two additional variables not included in the model. These two additional variables were organizational commitment and confirmation of preemployment expectancies. Michaels and Spector (1982) reported that confirmed preemployment expectancies affected job satisfaction, and organizational commitment was related to intentions to quit. The model tested by Michaels and Spector (1982) accounted for 19 percent of the variance in turnover. Additional studies testing portions of the Mobley model have been conducted by Mowday, Koberg, and McArthur (1984), and Dalessio, Silverman, and Schuck (1986). Both studies produced results that were generally consistent with the model. A study conducted by Miller, Katerberg, and Hulin (1979) also provided support for the Mobley, et al. (1979) model using samples of National Guard members. The results indicated that job satisfaction, thoughts of quitting, intention to quit, age, tenure, and perceptions of job opportunities were all related to reenlistment decisions. The combination of these variables accounted for 55 percent of the variance in turnover. An important contribution of the Mobley, et al. (1979) model is the inclusion of nonwork values, such as family orientation and social interests, in the turnover process.

A more recent turnover model developed by Steers and Mowday (1981) appears in Figure 1. Several aspects of the Steers and Mowday model differentiate it from the previous models discussed above. The model recognizes the role of available information about a job and an organization, job performance as an influence on affective responses, and job attitudes other than satisfaction as turnover antecedents. Greater emphasis is also placed on nonwork factors affecting intentions to leave and the possibility that employees may try to change a situation before leaving an organization.

The Steers and Mowday model hypothesizes that job expectations, organizational characteristics, and job performance influence an individual's affective responses to a job. Affective responses determine desire and intention to stay or leave, with the choice depending on a variety of nonwork influences like spouse's occupation and time left for family. Affective responses can lead an employee to make efforts to change the situation, which in turn influence subsequent affective responses. Intention to leave the organization determines turnover.

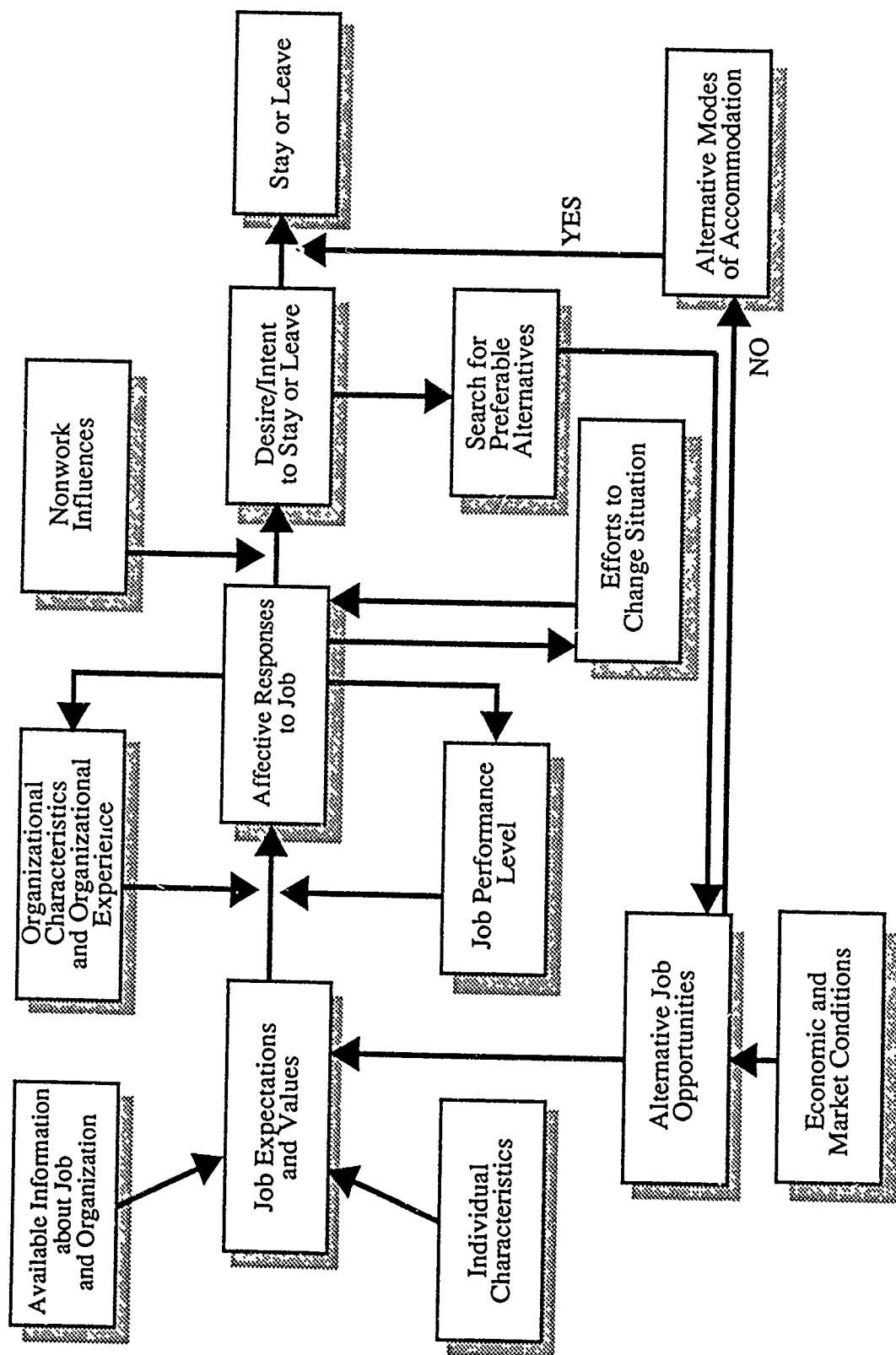


Figure 1. The Steers and Mowday (1981) model.

The Steers and Mowday model has been partially supported. In testing the Mobley et al. (1979) model, Michaels and Spector (1982) found support for the Steers and Mowday (1981) model as well. Their results showed that: (1) intention to leave was the immediate predictor of leaving; (2) job satisfaction and organizational commitment were the immediate antecedents of intention to leave; (3) job satisfaction was predicted by preemployment expectations, perceived job characteristics, and leader consideration; and (4) organizational commitment was predicted by leader consideration. Several other partial tests have offered additional support for the model (Arnold & Feldman, 1982; Motowidlo & Lawton 1984; Stumpf & Hartman 1984; Youngblood, Mobley, & Meglino 1983).

Most tests of the Steers and Mowday have examined only a few of the links identified in the model; therefore, Lee and Mowday (1987) attempted to test the model more comprehensively. Findings supported the model in that available information about a job and an organization explained a significant proportion of unique variance in met expectations and job values. Also, job performance, met expectations, job values, organizational characteristics, and organizational experiences explained a significant proportion of incremental variance in affective responses. Support was also found for the influence of affective responses on intention to quit. Contrary to the model, the relation between alternative job opportunities and met expectations and job values was not supported, as well as the relation between alternative job opportunities and intention to leave or subsequent quitting. Also, the hypothesized roles of nonwork influences and efforts to change the situation were not supported. The model tested by Lee and Mowday (1987) accounted for 5 percent of the variance in employee's leaving.

The review of the research in civilian settings indicates that several models for predicting turnover exist. Tests of these models have been conducted among various samples and received considerable support. Overall, these models are very similar concerning the relationships among job satisfaction, career intent, and turnover. However, some of the models include unique variables not specified in the remaining models. Additionally, differences exist in the structural relationships of these variables within each of the models.

Previous Research in Military Settings

Aside from the research in civilian settings, there have been several studies conducted on turnover using military populations. Many of these studies have looked specifically at SWO retention. Holzbach (1979) found that family separation, aspects of job assignments, the nature of the work, difficulty in obtaining professional qualifications, the lack of consistency in administering professional qualification programs from ship to ship, inadequate career counseling, lack of available career-relevant information, and erosion of pay and benefits were all related to low surface warfare junior officer retention. As part of a follow-up study, Mohr, Holzbach, and Morrison (1981) investigated spouses' influence on officers' career decisions and officer retention. It was found that officers with supportive spouses are most determined to stay in the Navy. These spouses also reported that separation was the worst aspect of the Navy, followed by pay. In addition, it was found that spousal support was higher in families where spouses were not employed outside the home than in families where spouses did hold a job outside the home.

A series of interviews with SWOs revealed some of the major sources of dissatisfaction among officers in this community. The major sources were lack of individuals' with which to discuss

career goals and aspirations, the lack of useful published material providing career information, problems associated with obtaining a career enhancing assignment, lack of sufficient opportunity to become SWO qualified, and the detrimental effects caused by one "bad" or non-career enhancing assignment (Morrison, 1983).

A study by Cook and Morrison (1983) revealed that career intent, organizational commitment, aspects of first sea tour assignment, and commissioning source were predictive of continuance in the Navy beyond obligated service among SWOs. Additional support for the intent-turnover linkage in military settings was provided by Sheposh, White, Magnusson, and Harvey (1980). This study found that an officer's career intent prior to the end of obligated service was the best predictor of subsequent turnover.

Research by Gibb, Nontasak, and Dolgin (1988) indicated that aviators' intentions to continue their naval careers were related to spouses' occupations. An aviator whose spouse scored low on occupational prestige expressed a greater interest in continuing a naval aviation career than an aviator whose spouse scored high on occupational prestige.

A study by Bruce and Burch (1989) also investigated the factors leading to naval aviator retention. It was found that stated career intent was the strongest predictor of retention. Also, an individual's level of promotability and support from their spouses added significantly to explanation of retention behavior. Levels of spousal support, job challenge, evaluation of sea duty, career satisfaction, and organizational commitment accounted for 49 percent of the variance in stated career intent. The effects of evaluation of sea duty (and family separation because of deployments) on actual retention were not significant.

Martinsen and Hansen (1985) investigated factors affecting aviation officer retention and found that family separation was considered the most negative aspect of the Navy, but changes in the military retirement system, benefits, job dissatisfaction, and improper utilization of talents and abilities were also identified. Jans (1985) found that various personal, family, and career/organizational factors influenced turnover, and that these factors were of greater importance than economic factors in determining officers' continuance.

Lastly, exit interviews obtained by the Bureau of Naval Personnel revealed that the two most common reasons for officer resignation were family separation and a desire to continue education. A reanalysis of these data by Githens (1979) found that assignments and detailing problems, along with the two factors stated above, were important reasons given by resigned officers for leaving the Navy.

In regard to turnover research in military settings, one of the major problems appears to be lack of a comprehensive theory of military retention. Many of the studies look at the relationship between individual variables and turnover (i.e. the job satisfaction-turnover link), and fail to integrate the results with results of studies conducted in civilian settings. What is needed is a more integrative, multivariate approach that looks at the combined influence of several factors on career intent and subsequent turnover. An additional problem associated with military research is that many of these studies use intended turnover rather than actual turnover as the dependent variable.

Important considerations when investigating military retention are the inherent differences between civilian and military settings. Although many of the variables are relevant in both settings (e.g., job satisfaction, performance), many of these factors have different implications in the Navy versus a civilian organization. For example, the Navy makes demands on an individual that are not present, or present to a lesser extent, in a civilian job. These may include family separation, sea duty, geographical mobility, and the possibility of going to war.

In addition, individuals working in a civilian setting are normally given more choices concerning job type than are individuals in the military. Not only do Navy officers sometimes receive assignments they do not particularly want, but many times these assignments can be detrimental to their career and future promotion. In developing a model of military retention using research conducted in civilian settings, all of these variables need to be considered. Consideration of these unique factors will aid in determining the applicability of these models to military settings.

Purpose and Hypotheses

The present study used Steers and Mowday's (1981) model of employee turnover as a framework for the study of naval officer retention. The Steers and Mowday model was chosen because there are four types of variables unique to the model that may be important for understanding surface warfare officer retention. These four variables are: (1) available information about a job and organization, (2) job performance, (3) job attitudes other than satisfaction, and (4) nonwork factors. Also, there have been fewer empirical tests of the Steers and Mowday model than the other major models reviewed. The Steers and Mowday model should be tested across a variety of organizations, occupational groups, and work environments as well.

The present study was a partial test of the model. A partial test was conducted because data were not available for some of the variables included in the Steers and Mowday model. These include: (1) alternative job opportunities, (2) economic/market conditions, (3) alternative modes of accommodation, and (4) efforts to change situation. Based on Steers and Mowday's model, an hypothesized model of SWO retention appears in Figure 2. The model predicts that officers' tenure in the Navy, level of esteem, and rating of the availability of career information will determine the acceptability of their assignment. Level of assignment acceptability, along with officers' rating of Navy benefits and officers' promotability index, will influence organizational commitment. Level of organizational commitment and spousal support will determine officers' career intent. Officers' career intent will lead to retention, either directly or indirectly, through an officer's intent to search for preferable alternatives.

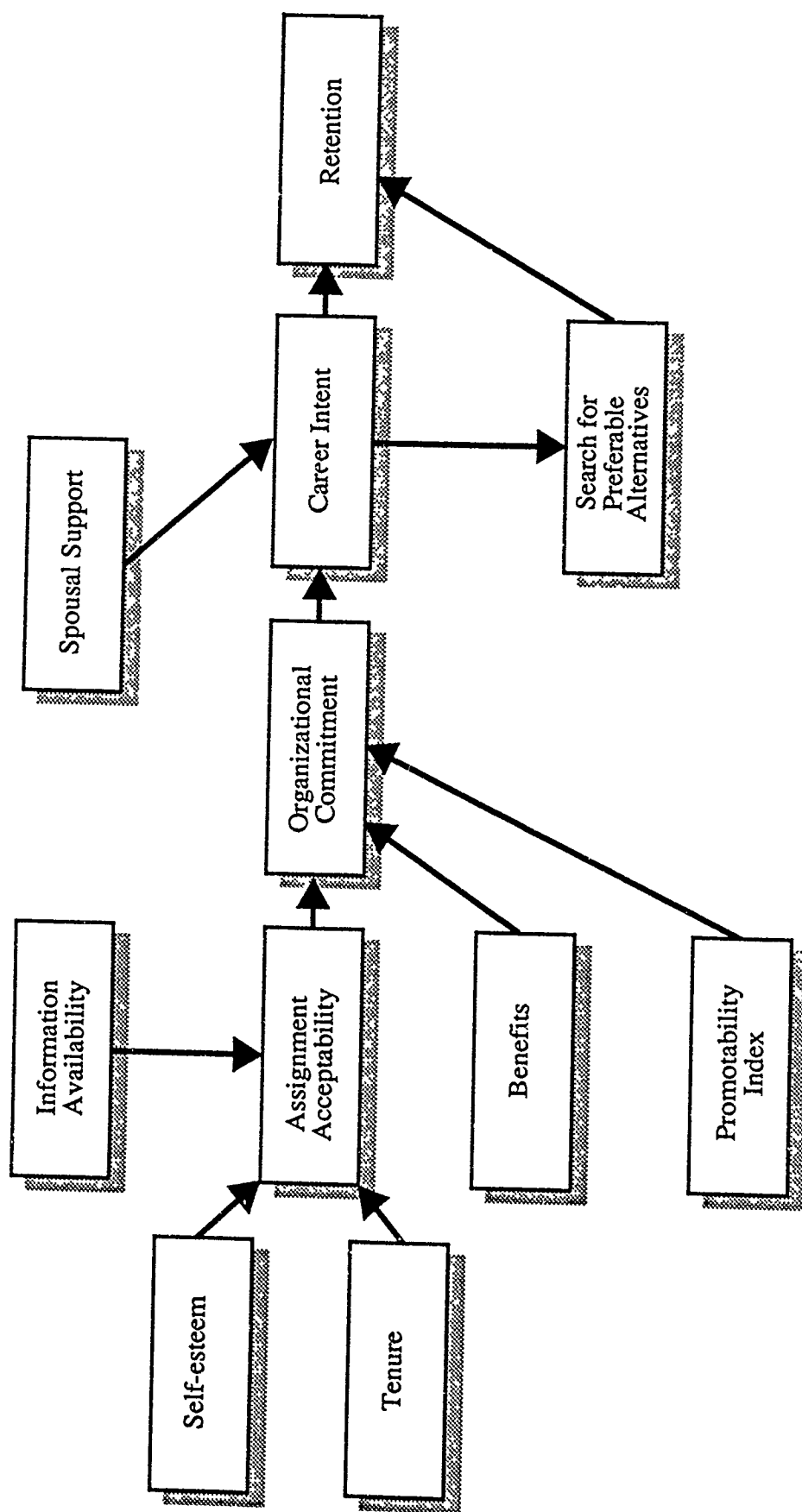


Figure 2. Hypothesized model of surface warfare officer retention.

Relationship Between Hypothesized Model and Steers and Mowday Model

According to Mowday, Porter, and Steers (1982), individuals have job expectations and values when they enter an organization as well as during their time spent in the organization. These expectations and values can relate to the nature of the job, job rewards, and availability of interpersonal contacts within the organization. In the present study, an officer's assignment acceptability was considered one measure of these expectations. It indicates the degree to which individuals' geographical locations, types of job, and types of activities in their current assignments correspond to what they stated they would like on their preference cards. It indicates the match between what they expected and what they actually received.

Mowday, et al., (1982) proposed that characteristics of the individual determine job expectations and values. Based on past research, they suggest that age, tenure, and personality variables are some of the individual characteristics that influence expectations. Therefore, officers' tenure in the military and a measure of self-esteem were included in the present study. It was hypothesized that both these characteristics would influence the match between what the officer wanted in terms of a job, and what they actually received. According to the Steers and Mowday model, available information about the job and the organization also determine job expectations and values. This is also consistent with research conducted on the influence of realistic job previews on turnover. A meta-analysis conducted by Premack and Wanous (1984) on job preview experiments revealed that providing realistic job previews to individuals lowers initial job expectations and increases self-selection, organizational commitment, job satisfaction, performance, and retention. Dean and Wanous (1984) found that providing a specific job preview as opposed to a general preview or no preview, lowered initial job expectations but had no influence on job performance or overall job survival rates. It is suggested that job previews are helpful because individuals are provided with information concerning what is expected of them. Therefore, if the expectations are not in line with their goals, they can select themselves out of the applicant pool. On the other hand, those individuals who continue to pursue the position will know what their responsibilities are and are less likely to experience feelings related to unmet expectations after accepting the position. In the present study, the amount of career information an officer receives from various sources was hypothesized to influence assignment acceptability.

The next portion of Steers and Mowday's model deals with an individual's job attitudes. Job attitudes result from job expectations and values, organizational experiences and practices, and job performance level. They suggest that an organization's pay and promotion policies, an organization's goals and values, and co-worker relations are some of the organizational practices that can influence affective responses. Individuals evaluate these organizational characteristics and decide whether their expectations are being met in the particular organization or whether they should search elsewhere. Therefore, it was hypothesized that individuals' evaluations of the opportunities for benefits in a civilian versus a Navy career would influence their attitudes toward the job and organization.

An officer's promotability index was also included in the present study as influencing job attitudes. This index was developed by Morrison, Martinez, and Townsend (1984) and is based on an average officer evaluation score, the average number of officers rated higher than the officer being rated, and the percentage of times the officer was recommended for early promotion. Later work by Bjerke, Cleveland, Morrison, and Wilson (1987) indicated that this index was mainly used

for promotion decisions and therefore can not be considered an actual measure of performance. For the present study, it was considered as one indicator of performance and promotability. Considering that Mowday, et al., (1982) view poor performance as possibly leading to poor attitudes, increased anxiety, and frustration, it was hypothesized that officers who are not being promoted due to ratings on this index would most likely develop poor attitudes, which would eventually lead to voluntary turnover.

The next part of the model tested was the influence of job attitudes and non work influences on individuals' behavioral intent. Mowday, et al., (1982) discuss several nonwork factors, including spouse's employment and family responsibilities, as influencing officers' intent to leave an organization. Based on Fishbein's (1967) work, they also point out the importance of how those close to the individual, such as family and friends, feel about the individual leaving the organization. Considering this, spousal support was included in the hypothesized model along with organizational commitment as having a direct influence on career intent.

The last portion of the model tested concerns the linkages between intent to leave and actual turnover. The Steers and Mowday model suggests that intent to leave can influence turnover directly or indirectly through search for alternatives. Depending on the available alternatives in the job market, this will then lead to turnover. This is also consistent with the Fishbein and Ajzen (1975) model which states that an individual's intention to perform a certain behavior is the best single predictor of that behavior. In the present study, it was hypothesized that whether an officer planned on remaining in the Navy until eligible for retirement would determine intentions to search for alternatives outside the Navy within the next year, which would then influence actual turnover. No measure of available alternatives in the job market could be obtained in order to test the impact of search outcomes on turnover; however, it seems plausible that an officers' intent to search for an alternative in the next year could lead to actual turnover 2 years later depending on the outcome of that search.

METHOD

Sample

A sub-sample was extracted from a sample of 3,059 SWOs who participated in a survey of officer career development during 1986 (Morrison & Cook, 1985) (see Appendix). These individuals received the survey by mail and were asked for their voluntary participation in completing the questionnaire and returning it in the enclosed envelope. Individuals were told that their responses would be confidential and that the findings of the study would aid in understanding officers' career decisions and development.

Fifty-two leavers and three-hundred seventy-three stayers were used in the analyses. Several criteria dictated selection of this sample. First, leavers were assessed by matching the 1986 data against the Officer Master File (a computerized personnel record of current Navy officers) and by identifying those who were not on the file as of January 1989. These "non-matched" individuals were then matched against the Officer Attrition File (a computerized personnel file of all attrited officers). Loss codes indicating general reasons for attrition were identified for each individual (e.g., resigned unqualified general or retired involuntary). Those individuals who clearly resigned

voluntarily were included in the sample. In addition, only officers who were married at the time of their response to the questionnaire were included in the sample so that the relative effect of spousal support on retention behavior could be assessed. Also, only those officers who were commissioned between 1976 and 1982 were included; that is, officers with 6 to 12 years of officer experience. This selection was made because officers with less than 5 years of experience are not eligible to resign and officers with more than 12 years of experience would probably wait to retire as opposed to resign. In addition, only those officers who were either lieutenants or lieutenant commanders were included in the analyses. This selection eliminated junior officers who are not eligible for resignation and senior officers who would probably wait until eligibility for retirement. Lastly, those officers who had not been selected for promotion two or more times were eliminated from the sample. These officers would be forced to leave the Navy and would not be able to voluntarily resign.

Measures

The major variables that were used in the study are described below.

Self-esteem

Rosenberg (1965) defines self-esteem as a positive or negative attitude toward the self. The scale used in the present study is a subset of a 10-item instrument developed by Rosenberg (1965). According to Rosenberg (1965), individuals scoring high in this scale have respect for themselves and consider themselves worthy. Individuals scoring low on this scale lack respect for themselves, are dissatisfied with themselves, and experience self-rejection and self-contempt. The 2-item scale was as follows: (1) I take a positive attitude toward myself and (2) On the whole, I am satisfied with myself. The 7-point response scale ranged from "strongly disagree" to "strongly agree." The reliability of the scale for the present sample was high ($\alpha = .86$).

Tenure

This variable was computed for individuals who had left the Navy by subtracting officers' commissioning year from the year they left the Navy. For individuals who were still in the Navy, this variable was computed by subtracting an officer's commissioning year from the year 1988. An individual's value on this variable could range from 6 to 12.

Assignment Acceptability

This variable indicates how acceptable the officers rated their current assignments in comparison with what they had listed on their preference cards. Officers were asked to rate the acceptability of their assignments in terms of location, type of billet, and type of activity. Scores on this variable were computed by summing each individual's rating on these three dimensions. Responses were made on a 7-point scale ranging from "very poor" to "very good." This scale has a coefficient alpha of .70 for the present sample.

Information Availability

This variable indicates officers' evaluation of the availability of 14 sources of information concerning career planning information and guidance. Officers were asked to rate the availability of the following sources: (1) commanding officer, immediate superior in command, (2) executive officer, (3) department head, (4) other senior officers in their community, (5) senior officers outside of their community, (6) peers, (7) detailers, (8) "perspective," (9) "URL Officer Career Planning Handbook," (10) "commanding officer's addendum," (11) "officer billet summary," (12) *Navy Times*, (13) public media, and (14) publications put out only for their community. Scores on this variable were computed by summing each individual's rating on these 14 dimensions. Responses were made on a 7-point scale ranging from "very low" to "very high." This scale has a coefficient alpha of .80 for the present sample.

Benefits

A 5-item scale indicating officers' evaluation of the relative opportunity of obtaining: (1) pay and allowances, (2) health benefits/care, (3) job security, (4) a retirement program, and (5) educational opportunities in the Navy versus the expectation of obtaining them in a civilian career. Responses were made on a 7-point scale ranging from "substantially better in a civilian career" to "substantially better in a Navy career." This scale has a coefficient alpha of .58 for the present sample.

Promotability Index

Actual fitness report data for each officer was used to determine a promotability index. The index for each officer was based on: (1) average officer evaluation score, (2) average number of officers rated higher than the officer being rated, and (3) percentage of times officer was recommended for early promotion.

Organizational Commitment

Organizational commitment is an individual's identification with and involvement in a particular organization (Porter, Crampon, & Smith, 1976). According to Porter, Steers, Mowday, and Boulian (1974), organizational commitment is the result of a strong belief in and acceptance of the organization's goals and values, a willingness to exert considerable effort on behalf of the organization, and a strong desire to maintain organizational membership.

The scale used in the present study is a subset of a 15-item instrument developed by Porter et al. (1974). Angle (1983) and Angle and Perry (1983) found that the Porter et al. (1974) instrument measured affective attachment to the organization resulting from actions taken by the organization, as opposed to instrumental attachment resulting from commitment of investments by the individual. The 4-item scale was as follows: (1) I talk up the Navy to my friends as a great organization to work for, (2) I am proud to tell others that I am part of the Navy, (3) I am extremely glad that I chose the Navy to work for, over other organizations I was considering at the time I joined, and (4) For me, this is the best of all possible organizations for which to work. Responses were made on a 7-point scale ranging from "strongly disagree" to "strongly agree." This scale has a coefficient alpha of .76 for the present sample.

Spousal Support

A single item was used to assess spousal support: "How do you think your spouse feels towards your Navy career?" The 5-point response scale ranged from "completely opposed" to "completely supportive."

Career Intent

A single item was used to assess an officer's career intent: "How certain are you that you will continue an active Navy career at least until you are eligible for retirement?" The 8-point response scale ranged from "I am virtually certain that I will not voluntarily continue in the Navy until I am eligible for retirement" to "I am virtually certain that I will not leave the Navy voluntarily prior to becoming eligible for retirement."

Search for Preferable Alternatives

A single item asking officers "Taking everything into consideration, to what extent will you make a genuine effort to search for employment outside the Navy, within the next year?" The 5-point response scale ranged from "to no extent" to "to a very great extent."

Retention

Retention was a dichotomous variable. Individuals resigning from the Navy prior to January 1989 were given a value of 1. Those individuals who were still in the Navy as of January 1989 were given a value of 2.

RESULTS

Correlations among all the variables included in the study are reported in Table 1. The results summarized in the table indicate that the variables having the strongest zero-order relationship to retention are career intent ($r = .50$), intention to search ($r = -.50$), spousal support ($r = .22$), and tenure in the organization ($r = .19$).

The hypothesized model was tested by conducting a series of stepwise selection multiple regressions (Pedhazur, 1982). Only those officers with valid responses on all items in the hypothesized model were included in the analyses. Each dependent variable was regressed on those variables believed to be independent measures of the variable as outlined in the hypothesized model. In the first step, retention was regressed on career intent and intention to search for alternatives. Next, career intent was regressed on spousal support and organizational commitment. Organizational commitment was regressed on assignment acceptability, benefits, and promotability index, and lastly, assignment acceptability was regressed on available information, esteem, and tenure.

Table 1
Means, Standard Deviations, and Correlations of Major Study Variables

| Variable | M | SD | R | CI | SA | SS | OC | B | PI | AA | IA | T |
|---|-------|-------|--------|--------|--------|-------|-------|-------|-------|-------|------|-----|
| Retention (R) | 1.88 | .33 | | | | | | | | | | |
| Career Intent (CI) | 5.92 | 1.84 | .50** | | | | | | | | | |
| Search for Preferable Alternatives (SA) | 2.22 | 1.38 | -.50** | -.70** | | | | | | | | |
| Spousal Support (SS) | 4.05 | 1.11 | .22** | .38** | -.41** | | | | | | | |
| Organizational Commitment (OC) | 5.13 | 1.06 | .13** | .46** | -.39** | .38** | | | | | | |
| Benefits (B) | 4.51 | .85 | .18** | .19** | -.33** | .19** | .28** | | | | | |
| Promotability Index (PI) | 8.81 | .99 | .12** | .16** | -.13** | .11** | .18** | .02 | | | | |
| Assignment Acceptability (AA) | 16.75 | 4.77 | .09* | .13** | -.15** | .14** | .23** | .15** | .12** | | | |
| Information Availability (IA) | 57.41 | 11.79 | .10* | .07 | -.02 | .11** | .15** | .04 | .05 | .15** | | |
| Tenure (T) | 7.75 | 2.04 | .19** | .23** | -.20** | .12** | .11** | -.09* | .21** | .09** | .04 | |
| Self-esteem (SE) | 6.08 | .98 | -.05 | .23** | -.12** | .12** | .43** | .05 | .12** | .06* | .09* | .03 |

Notes. 1. M = mean, SD = standard deviations.

2. N = 425.

* Significant at the .05 level.

** Significant at the .01 level.

The standardized path coefficients (Pedhazur, 1982) obtained from the regression equations appear in Figure 3. The probability level associated with the corresponding t value of each beta coefficient is also identified. As shown in the figure, all the path coefficients were significant and in the predicted direction, except for the coefficients leading from esteem to assignment acceptability ($\beta = .05, p > .05$) and from tenure to assignment acceptability ($\beta = .08, p > .05$). Inspection of the figure shows that the most important links in the model are those from career intent to retention ($\beta = .30, p < .001$), search for alternatives to retention ($\beta = -.29, p < .001$), career intent to search for alternatives ($\beta = -.70, p < .001$), and organizational commitment to career intent ($\beta = .37, p < .001$).

The squared multiple correlation of each dependent measure is also reported. The probability level associated with the corresponding F value of each multiple correlation is also identified. The hypothesized model accounted for 29 percent ($R^2 = .54, p < .001$) of the variance in retention, 26 percent ($R^2 = .51, p < .001$) of the variance in career intent, 48 percent ($R^2 = .69, p < .001$) of the variance in search for alternatives, 13 percent ($R^2 = .36, p < .001$) of the variance in organizational commitment, and 3 percent ($R^2 = .18, p < .01$) of the variance in assignment acceptability.

The results which were obtained in the path analyses did not adequately explain the variance in retention, career intent, search for alternatives, and organizational commitment as predicted by the Steers and Mowday model. In addition, inspection of the correlation matrix revealed that there were additional variables which were highly correlated with the dependent measures and that these relationships were not adequately tested in the hypothesized model. There were strong relationships between tenure and career intent ($r = .23$) and tenure and retention ($r = .19$). In addition, there were strong relationships between spousal support and both intention to search for alternatives ($r = -.41$) and organizational commitment ($r = .38$). Organizational commitment was highly related to intention to search for alternatives ($r = -.39$), benefits was highly related to intention to search for alternatives ($r = -.33$), and esteem showed a strong association with organizational commitment ($r = .43$).

Exploratory path analysis was conducted to assess these relationships, using a step-wise regression procedure. Retention was regressed on career intent, search for alternatives, and tenure. Career intent was regressed on organizational commitment, spousal support, and tenure. Search for alternatives was regressed on career intent, benefits, and spousal support. Finally, organizational commitment was regressed on benefits, assignment acceptability, esteem, and spousal support.

The results of the analyses appear in Figure 4. Inspection of the figure reveals that tenure did not account for unique variance in retention beyond that accounted for by career intent and intention to search for alternatives. However, tenure did have a direct influence on career intent. Tenure, spousal support, and organizational commitment accounted for 29 percent of the variance ($R^2 = .54, p < .001$) in career intent. Benefits had a direct influence on intention to search for alternatives and together with career intent accounted for 53 percent of the variance ($R^2 = .73, p < .001$) in this variable. An additional 22 percent of the variance in organizational commitment ($R^2 = .59, p < .001$) was accounted for by spousal support and esteem. However, the promotability index did not account for additional variance in organizational commitment beyond that of spousal support, esteem, assignment acceptability, and benefits. Therefore, the promotability index was eliminated from the revised model.

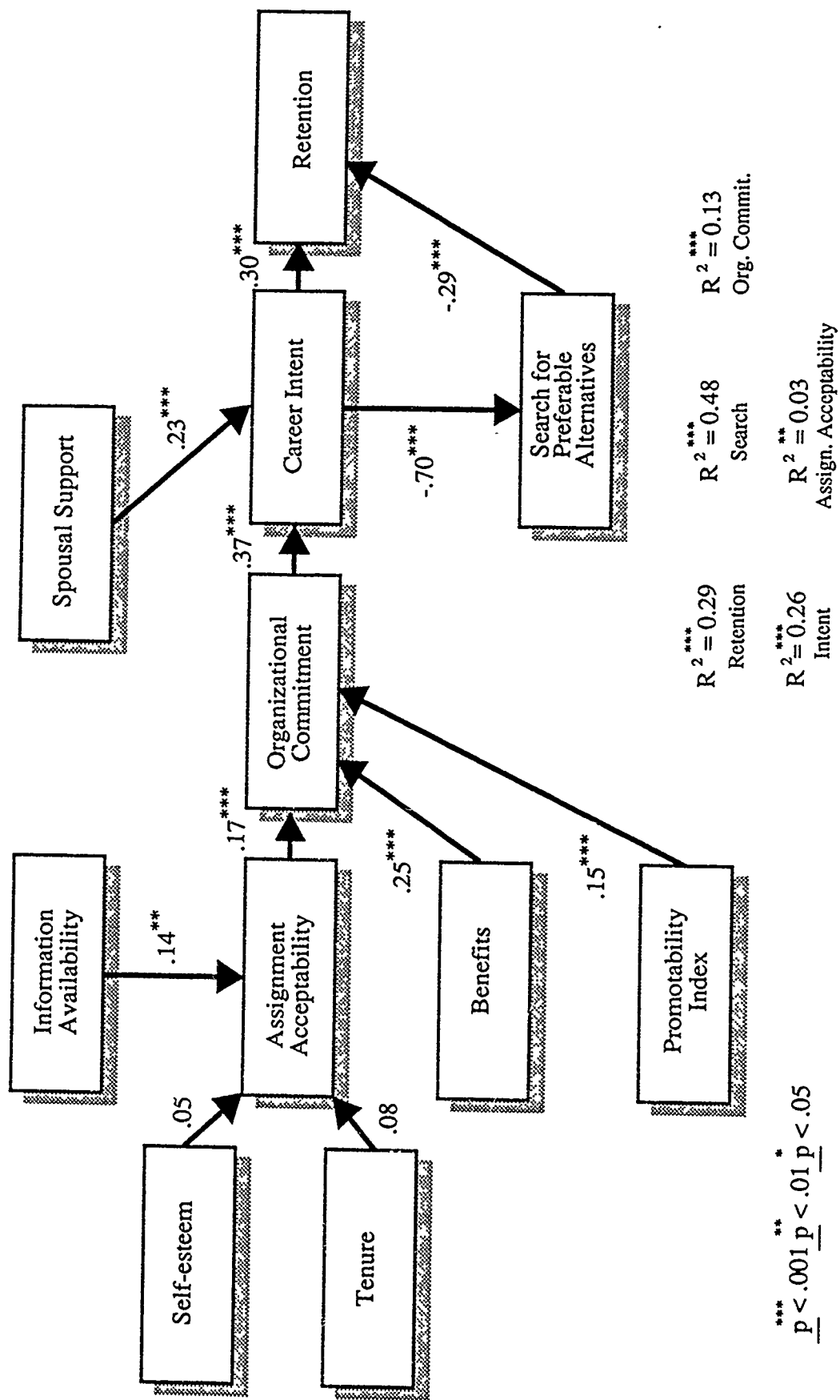


Figure 3. Results of hypothesized model.

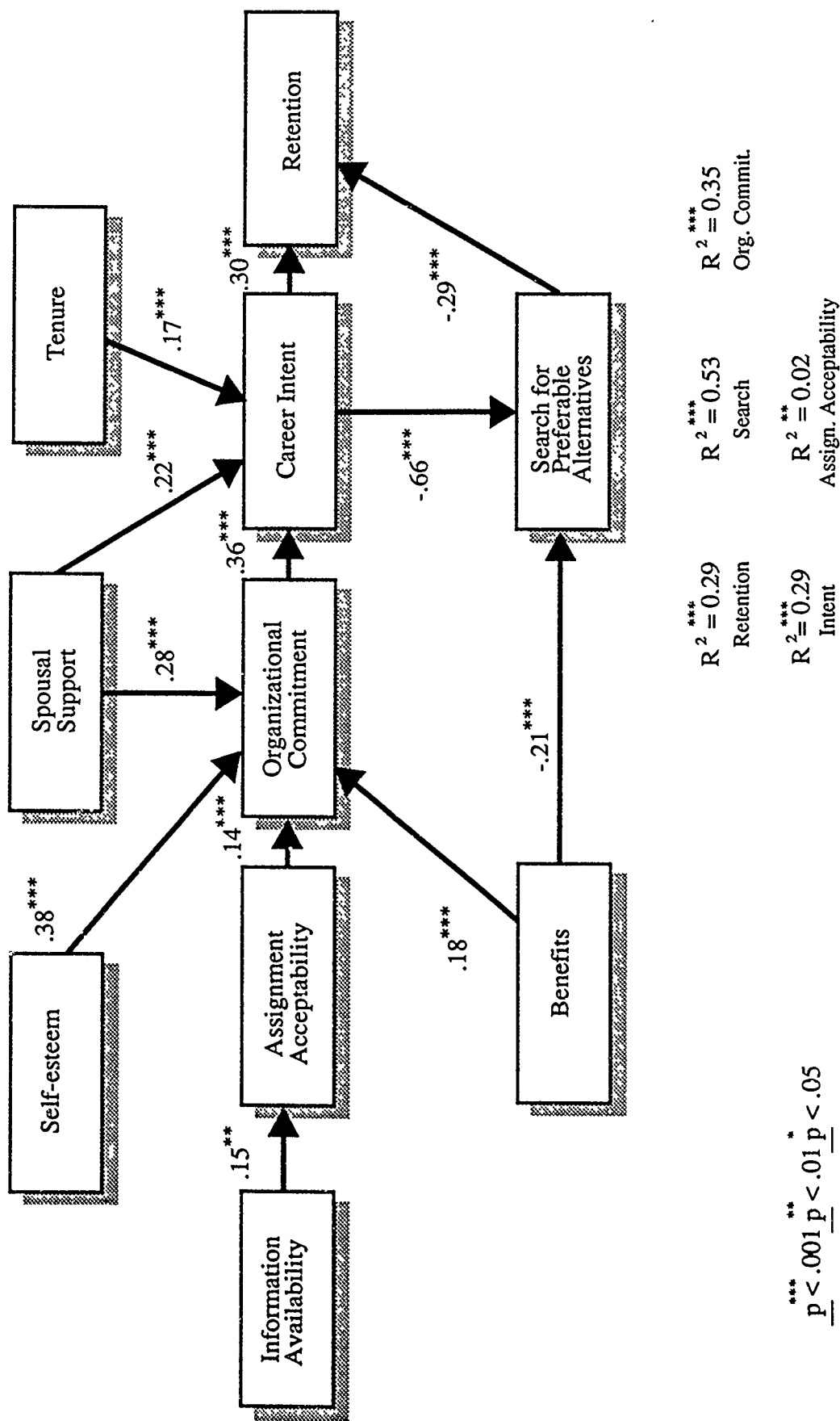


Figure 4. Revised model of surface warfare office retention.

DISCUSSION

The results of the analyses support several relationships in the hypothesized model and offer additional support for specific links in the Steers and Mowday (1981) model. In line with the Steers and Mowday model, affective responses to the job have a direct influence on career intent. The higher the level of organizational commitment, the lower the officer's intent to leave the Navy. This finding is also consistent with the research cited previously (Michaels & Spector, 1982; Mowday, Koberg, & McArthur, 1984). Both of these studies support the indirect effect of organizational commitment on turnover via its influence on intentions to quit. This provides support for Mowday, Porter, and Steers (1982) contention that such affective responses, other than job satisfaction, are important turnover antecedents.

Also consistent with the model, stated career intent has the strongest relationship with retention. The greater the individual's intent to stay in the Navy, the greater the likelihood of retention. This also supports the Fishbein and Ajzen (1975) model: an individual's intention to perform a certain behavior is the best single predictor of the actual behavior. In addition, stated career intent influences retention indirectly through its impact on officer's intent to search for preferable alternatives outside the Navy. According to the Steers and Mowday model, the relation between intent to search for alternatives and turnover depends on available opportunities in the job market. This relationship was not assessed entirely in the present study because no measure of potential job opportunities was available. However, the strong influence of intent to search for alternatives in the next year on actual turnover suggests that if those officers who intended to search actually followed through on their intentions, the outcomes of this search may have led to turnover 2 years later.

Providing support for the role of nonwork factors in the turnover process, officers who perceive their spouses as being less supportive were more likely to have intentions to leave the Navy. Additionally, exploratory analyses indicated that level of spousal support also influences career intent indirectly through its impact on organizational commitment. These results lend support to the findings of Bruce and Burch (1989) and Mohr, Holzbach, and Morrison (1981). Both studies found that officers with supportive spouses were most determined to stay in the Navy. In terms of the indirect influence of spousal support on career intent, via organizational commitment, it is possible that nonwork influences such as spousal support could influence how committed officers are to the Navy. Support for this finding comes from the work of Fishbein (1967), which emphasizes how those people who are close to the individual feel about the individual leaving the organization. It is likely that officers' commitment to the Navy may be lowered by the knowledge that their spouses are not supportive of their Navy careers, which in turn could lower career intentions.

The direct influences of assignment acceptability, benefits, and officer promotability index on level of organizational commitment were all supported. However, additional analyses revealed that officer esteem is a significant predictor of organizational commitment, and that promotability does not explain unique variance in organizational commitment beyond that of esteem, benefits, and assignment acceptability. The direct influences of individual factors (such as esteem) on organizational commitment is contrary to the Steers and Mowday model. Steers and Mowday hypothesize that individual characteristics influence job expectations and values which then influence affective responses. Nonetheless, numerous studies have shown that the individual's

personality influences both career intent and actual turnover (Cleland & Peck, 1959; Hakkinen & Toivainen, 1960; MacKinney & Wolins, 1960; Spector and Michaels, 1986). The present findings suggest that esteem level may influence career intent indirectly through organizational commitment. More studies are needed to determine the role of personality variables in the turnover process.

Results indicate that not only does an officer's evaluation of benefits impact on organizational commitment, but it also has a direct influence on officer's intent to search for preferable alternatives. This is plausible, considering that officers were asked to rate the likelihood of obtaining these benefits in a civilian versus a Navy career. If officers feel they are more likely to have better pay, educational opportunities, and retirement benefits in a civilian career, they may search for a civilian alternative. The influence of officer tenure in the military on assignment acceptability was not supported, although tenure did have a direct influence on career intent. Research reviewed previously shows that tenure is consistently and negatively related to turnover (Knowles, 1964; Mangione, 1973). These studies found that individuals who have been with an organization for a longer period of time are less likely to leave that organization. The results from the present study suggest that tenure may influence turnover indirectly through its impact on career intent.

Finally, the amount of career information that officers receive has a direct influence on their ratings of assignment acceptability. This supports the Steers and Mowday model and is consistent with research on the importance of "realistic job previews" (Premack & Wanous, 1985). Research studying the impact of realistic job previews on turnover shows that the more information individuals have on available jobs and career opportunities, the more likely it is that they will develop realistic expectations concerning their job. The more realistic their expectations concerning their jobs, the greater the likelihood that these expectations will be met by the organization (Dean & Wanous, 1984). The importance of available career information is especially prevalent in the Navy and has been borne out in research conducted in military settings. Morrison (1983) found that certain assignments are more important than others for officers who desire promotion to a higher grade. It was also found that officers perceive these assignments as more career enhancing than others and feel that one "bad" assignment can "kill" a Navy career. When such strong emphasis is placed on particular assignments as means to future promotions, accurate and available career information becomes a high priority for naval officers.

Unique aspects of the Steers and Mowday (1981) model were tested in the present study. Results offered support for four of the unique aspects: (1) available information about a job and an organization, (2) organizational commitment, (3) promotability index, and (4) spousal support. However, with respect to the influence of available information about a job on assignment acceptability, only a small proportion of the variance in assignment acceptability was explained by knowledge of the individual's available career information. Thus, it appears that other factors not included in the study may play important roles in determining assignment acceptability. For example, in the Navy not only are individuals' desires concerning an assignment taken into consideration, but also the number and kind of jobs to be filled by the Navy. In short, even though an officer indicates a preference toward a certain job and may be qualified for that job, that particular position may be unavailable at the time of assignment. Also, the measure of assignment acceptability used in the present study assesses the acceptability of their current assignments,

excluding any of their previous assignments. It is possible that the relation between available information about a job/organization and assignment acceptability would be stronger using a more cumulative measure of assignment acceptability across several assignments.

Also, the influence of an officer's promotability index on organizational commitment was supported. However, when organizational commitment was regressed on additional variables, promotability did not account for additional variance in organizational commitment and was eliminated from the model. A possible explanation for these results concerns the type of performance measure used in the study. Based on the work of Bjerke, Cleveland, Morrison, and Wilson (1987), this measure was considered as one indicator of an officer's performance. However, the distribution of index scores for the present sample revealed that most officers received fairly high scores on this index. Consistent with this, the study by Bjerke et al. (1987) found that many times there is evidence of a grade inflation in index scores. It appears that in order to determine the impact of performance on affective responses, additional measures within the Navy should be constructed and used either solely or in conjunction with the measure included in the present study.

CONCLUSIONS

The Steers and Mowday (1981) model represents a comprehensive summary of the extensive research on employee turnover. The modified version of this model employed in the present study accounted for 29 percent of the variance in turnover. The implications of these findings appear to be three-fold. First, they provide additional support for the Steers and Mowday model and therefore contribute to our understanding of the probable causes of turnover. Second, the findings identify factors that are uniquely important to military turnover, as well as contribute to the development of a comprehensive model of military retention. Third, these findings may aid in the development of policy and practice concerning military officers.

Regarding the Steers and Mowday model, the results of the study provided further clarification of the role of organizational commitment in the turnover process. Organizational commitment was more important than both spousal support and tenure for predicting career intentions. This finding highlights the importance of individuals' identification and involvement in an organization in the reduction of turnover. Similarly, the finding that spousal support was a significant predictor of both organizational commitment and career intent is very important. It emphasizes the role that nonwork factors play in the turnover process. In addition, it points to the need to include a variety of nonwork factors when conducting future research in this area. These factors include spouse's employment and the individual's social relationships. Nonwork factors, such as these, have received little attention in the turnover literature.

Another important finding is that self-esteem was more important than spousal support, assignment acceptability, and benefits in predicting organizational commitment. This is consistent with the literature cited previously, which points to several personality variables as important correlates of turnover. However, the majority of these studies do not include personality factors when modeling the turnover process, but rather look at individual correlations between personality factors and turnover. The findings of the present study suggest that future research should incorporate personality variables when modeling turnover in order to determine their role in this

process. Many times factors of this nature are outside an organization's control, but knowing their importance will nonetheless increase our understanding of these variables in the turnover process.

An additional finding having important implications for future research is the impact of an individual's intent to search for alternatives on actual turnover. As discussed previously, there is no way of knowing whether officers who stated they would search in the next year actually did so. However, the strong relation between intent to search for alternatives and actual turnover suggests that measures of the economic environment should be included in future research.

As suggested earlier, these findings also have implications for the Navy in its effort to control turnover among military officers. The findings suggest that the role of spousal support in the turnover process requires further investigation. This study as well as studies by Bruce and Burch (1989) and Mohr, Holzbach, and Morrison (1981) suggest that this is an important influence on officers' career intent. Future studies should attempt to identify what factors influence level of spousal support. Bruce and Burch (1989) suggest that opportunities for the spouse to develop own interests, geographic moves, family separation, and job locator assistance for the spouse are some of these factors. These factors are under the control of Navy policy makers and may prove useful in increasing retention rates.

Furthermore, efforts should be made to develop ways of increasing officers' commitment to the Navy. The findings suggest that efforts to ensure that officers receive the assignments which they desire may prove useful. Related to this, adequate career counseling on requirements for particular assignments should be provided so that individuals can better assess their own potential for particular jobs. Future research should also investigate the benefits offered by the Navy and how these benefits compare to civilian organizations. Increased satisfaction with benefits may help decrease officers' motivation to search for jobs outside the Navy.

Several limitations of the present study should be mentioned. First, all the variables investigated, aside from promotability, tenure, and quitting, were collected with a single survey. This allows for common method variance to influence the reported relationships. Future studies should attempt to measure the correlates of turnover behavior at multiple points in time in order to assess changes among the relevant variables. The second limitation involves the sample size. Future studies should obtain sample sizes large enough for the sample to be split. This would allow for cross-validation on another cohort of surface warfare officers similar to the officers in the present sample and would offer additional support for these findings.

Overall, the results of the present study offer support for several relationships in the Steers and Mowday model. The present study contributes to our understanding of the withdrawal process within a military setting and provides avenues for future research. Furthermore, the present study was one attempt at combining knowledge and theory from both civilian and military settings in order to improve our understanding of military officer retention. The findings of this study indicate that the task of modeling naval officer retention can benefit from research and theory developed in civilian settings, and that confirmation within the Navy can lead to extending these studies across services.

RECOMMENDATIONS

The results of the present study indicate that the key factors contributing to officers' intent to make the Navy a career are organizational commitment and spousal support. The following programs may serve to increase officers' intent to stay in the Navy and thereby influence retention.

1. Work with the Chief of Naval Operations (OP-156) and the Naval Military Personnel Command (NMPC-66) to develop programs that will increase family support for the officers' Navy careers. This may include programs that aid families while the officers are separated due to deployment and extended in-port work-up periods.

2. Obtain information comparing Navy and civilian benefits. Bruce, Russell, and Morrison (in review) found that when individuals first leave the Navy, they rate civilian medical care as being better than Navy medical care. As time goes on, however, and the officers have experienced civilian health benefits and care, they tend to rate medical care in both the civilian sector and the Navy as comparable. More information is needed to determine why these perceptions change.

3. Develop a program via Surface Warfare Officer School (SWOS) Division Officer Course and the early socialization process (first 6 months in initial assignment) that can help build self-esteem in SWOs. Apply some of the techniques used by the submarine community in nuclear power and prototype schools, and the aviation community in basic, intermediate, and advanced training to develop such self-confidence. As suggested by Morrison (1983), this could be based on the development of a significant level of skill within an initial surface warfare function.

4. Train detailers and department heads to work more skillfully with the junior officers during their career planning and assignment negotiations. This may improve the officers' attitudes toward the assignments they receive.

5. A future study identifying what factors influence level of spousal support should be conducted.

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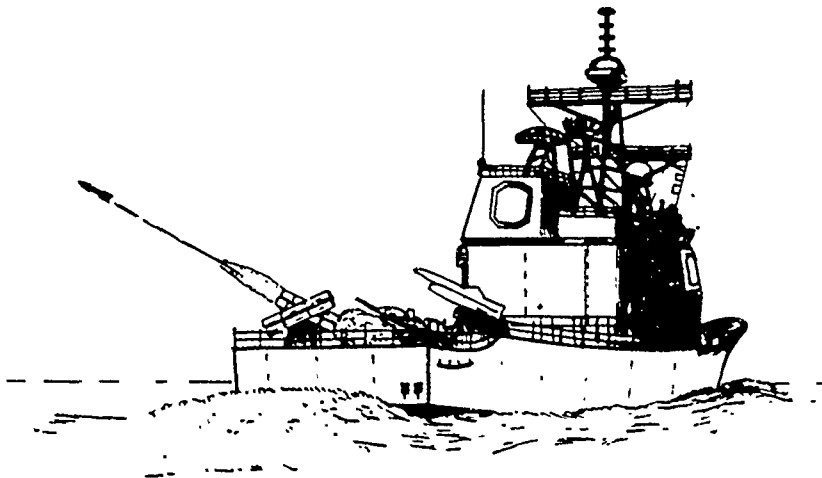
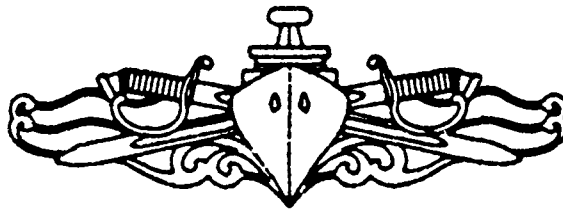
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APPENDIX

SURFACE WARFARE OFFICER CAREER QUESTIONNAIRE¹

¹1986 Version

SURFACE WARFARE OFFICER CAREER QUESTIONNAIRE



**NAVY PERSONNEL
RESEARCH and DEVELOPMENT CENTER**
San Diego, California 92152-6800



OFFICER CAREER QUESTIONNAIRE

MARKING INSTRUCTIONS



- Use a No. 2 black lead pencil only.
- Read each question carefully. Make a **HEAVY BLACK MARK** that **FILLS THE CIRCLE** representing your answer.
- Please do not make stray marks of any kind.

INCORRECT MARKS:



CORRECT MARK:



PRIVACY ACT NOTICE

Under the authority of 5 USC 301, information regarding your background, attitudes, experiences, and future intentions in the Navy is requested to provide input to a series of studies on officer career processes and retention. The information provided by you will not become part of your official record, nor will it be used to make decisions about you which will affect your career in any way. It will be used by the Navy Personnel Research and Development Center for statistical purposes only. You are not required to provide this information. There will be no adverse consequences should you elect not to provide the requested information or any part of it. Return of the questionnaire constitutes acknowledgement of these Privacy Act provisions.

A. BACKGROUND INFORMATION

1. Social Security No.:

Print your Social Security No. in the boxes provided. Then fill in the appropriate bubble below each number.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |

5. Family status:

- ☐ Single
☐ Single parent
☐ Married, without children
☐ Married, with children
☐ Separated/Divorced
☐ Other

6. Date questionnaire completed:

- ☐ May 86
☐ June 86
☐ July 86
☐ Aug 86
☐ Sept 86
☐ Oct 86

7. Year awarded warfare device.

- ☐ 86
☐ 84-85
☐ 82-83
☐ 80-81
☐ 78-79
☐ 76-77
☐ 74-75
☐ 72-73
☐ Before 1972
☐ Not applicable

8. Please indicate whether or not you have obtained each of the following qualifications.

- a. Division Officer
 b. Department Head
 c. OOD
 d. EOW
 e. Weapons Control
 f. Evaluator/TAO
 g. XO Afloat (LCDR and above)
 h. Qual-Surface Ship Command
 i. Surface Nuclear Power
 j. Other

| YES | NO |
|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> |

Grade:

- ☐ 0-1
☐ 0-2
☐ 0-3
☐ 0-4
☐ 0-5
☐ 0-6
☐ 0-7

Sex:

- ☐ Male
☐ Female

B. INFORMATION USE

1. In reference to your present assignment, evaluate each of the following 14 sources of information according to how much you use them, how accurate, honest, and available they are in providing you with career planning information and guidance, and how much influence each source exerts on your career decisions. Respond using the scale below.

① ————— ② ————— ③ ————— ④ ————— ⑤ ————— ⑥ ————— ⑦ ————— ⑧ —————
 Very Low Moderate Very High Not Applicable

| INFORMATION SOURCE | USE | ACCURACY | HONESTY | AVAILABILITY | INFLUENCE |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|
| a. CO/ISIC | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ |
| b. XO | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ |
| c. Department Head | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ |
| d. Other senior officers in my community | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ |
| e. Senior officers outside my community | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ |
| f. Peers | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ |
| g. Detailers | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ |
| h. "Perspective" | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ |
| i. "URL Officer Career Planning Handbook" | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ |
| j. "Commanding Officer's Addendum" | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ |
| k. "Officer Billet Summary" | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ |
| l. Navy Times | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ |
| m. Public media | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ |
| n. Publications put out only for my community | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ | ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ |

C. PRESENT ASSIGNMENT

1. My present tour is:

- ☐ Sea ☐ Shore

2. When did you detach from your last assignment?

- ☐ Less than 1 month ago.
☐ 1 month, but less than 3 months ago.
☐ 3 months, but less than 6 months ago.
☐ 6 months, but less than 9 months ago.
☐ 9 months, but less than 1 year ago.
☐ 1 year or more ago.
☐ No reassignment.

3. My PRD is:

- ☐ Less than 1 month from now.
☐ 1 month, but less than 3 months from now.
☐ 3 months, but less than 6 months from now.
☐ 6 months, but less than 9 months from now.
☐ 9 months, but less than 1 year from now.
☐ 1 year or more from now.
☐ Don't know.

4. What is your evaluation of the following aspects of your present job and related duties? Mark one response for each item.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|------------------|---|---|---------|---|---|------------------|
| | Very Negative | | | Neutral | | | Very Positive |
| a. Challenge | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| b. Separation from family/friends | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| c. Use of skills & abilities | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| d. Working environment | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| e. Hours of work required | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| f. Work pressure | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| g. Interesting duties | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| h. Ability to plan and schedule activities. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| i. Adventure | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| j. Sense of accomplishment | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| k. Opportunity to grow professionally | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| l. Doing something important | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |

5. Overall, how do you evaluate this tour in terms of:

| | Highly Unfavor- able | Unfavor- able | Neutral | Favorable | Highly Favorable | Not Applicable |
|------------------------------------|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Ship/Command | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Type duties. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Relationship with CO. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Superiors | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Immediate subordinates. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Wardroom/peers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

D. ASSIGNMENT PROCESS

1. How many months prior to your PRD to your current assignment did you submit a new preference card?

- ☐ 1 to 2 months ☐ 5 to 6 months ☐ 9 to 10 months ☐ More than a year before PRD
☐ 3 to 4 months ☐ 7 to 8 months ☐ 11 to 12 months ☐ None submitted

2. When I completed my most recent preference card I:

- ☐ Put down choices I personally wanted, regardless of how they might affect my Navy career.
☐ Put down primarily what I wanted, but tempered them a little with what I thought would help my Navy career.
☐ Put down choices which I wanted, and I felt the Navy would want me to have, because Navy requirements and my interests are alike.
☐ Put down choices which I thought would help my Navy career, but tempered with my personal desires.
☐ Put down choices which I thought would help my Navy career even though they weren't personally desirable.
☐ Did not complete one.

3. Assess the acceptability of your current assignment in comparison with what was expressed on your preference card:

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|----------------------------|-----------|---|---|---------|---|---|-----------|--------------------------|
| | Very Poor | | | Neutral | | | Very Good | Preference Card Not Sent |
| a. Location | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| b. Type Billet | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| c. Type Activity | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |

4. During my most recent transfer, I was promised one type of duty or duty station location; however, it was changed in the orders I received before I transferred.

- ☐ No ☐ Yes ☐ No previous reassignment

5. With respect to your most recent transfer, did your detailer inform you that orders were being forwarded, but they were not received in a timely fashion?

- ☐ No ☐ Yes ☐ No previous reassignment

6. Have you submitted a new preference card during your current assignment?

- ☐ No ☐ Yes

7. When did you begin the following activities in regard to your last reassignment? (Use the following scale to respond to items a through h).

1. Systematically throughout my tour 5. 3 to 6 months before my PRD
 2. More than 14 months before my PRD 6. Within 3 months before my PRD
 3. 11 to 14 months before my PRD 7. I didn't do this
 4. 7 to 10 months before my PRD 8. Not applicable

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| a. Contacting your detailer. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| b. Specifically seeking the advice of a senior officer. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| c. Specifically seeking the advice of a peer. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| d. Discussing possible assignments with my spouse/family. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| e. Considering choices of location. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| f. Considering choices of types of billets. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| g. Considering choices of types of duty. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| h. Contacting a placement officer. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |

8. What individual(s) did you use to intervene on your behalf to obtain the assignment you wanted during your last reassignment?

If you had no previous assignment or used no one to intervene on your behalf,

please mark here →

- ☐ No previous assignment
☐ No one

and go to Question 9.

| | Used Individual | Did Not Use Individual |
|--|-----------------------|------------------------|
| a. My CO/XO/ISIC | <input type="radio"/> | <input type="radio"/> |
| b. CO/ISIC of the billet I wanted | <input type="radio"/> | <input type="radio"/> |
| c. A senior officer in my direct chain of command from my previous assignment | <input type="radio"/> | <input type="radio"/> |
| d. A senior officer from the command of my desired assignment | <input type="radio"/> | <input type="radio"/> |
| e. A senior officer from my command but not in the chain of command of either assignment | <input type="radio"/> | <input type="radio"/> |
| f. A senior officer from outside my community | <input type="radio"/> | <input type="radio"/> |
| g. Other | <input type="radio"/> | <input type="radio"/> |

9. Which one of the following statements best describes your experience in obtaining your current assignment?

- ① Haven't been through reassignment.
- ② Tended to run smoothly—my detailee located an acceptable billet relatively quickly.
- ③ Tended to run smoothly, but there was a certain amount of uncertainty and discussion with my detailee along the way.
- ④ Tended to be a very difficult, unhappy experience. However, I eventually received a satisfactory or acceptable assignment.
- ⑤ Tended to be a frustrating, anxiety-producing experience. Only through the intervention of senior officers or extreme effort did I have any influence on the assignment I received.
- ⑥ Tended to be a completely hopeless situation. No amount of effort on my part or by others was successful in influencing the system.

10. How effective do you feel each of the following methods are for interacting with your detailee?

| | Very Ineffective | Ineffective | So-So | Effective | Very Effective |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Preference Card | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Letter | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Telephone | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Personal visit | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Detailee field trip | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

11. If you have formed an opinion of your current detailee, evaluate your detailee in the below areas. If not, please evaluate your former detailee.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--|------------------|---|---|---------|---|---|------------------|---------------|
| | Very Negative | | | Neutral | | | Very Positive | Don't Know |
| a. Knowledge of current policy trends. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| b. Knowledge of which billets are available. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| c. Knowledge of requirements and duties of available billets. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| d. Knowledge of my career development needs. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| e. Knowledge of my personal desires. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| f. Returns telephone calls. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| g. Shares information. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| h. Knowledgeable of previous communications. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| i. What (s)he says can be trusted. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| j. Looks out for my best interests. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| k. Listens to my problems, desires, needs, etc. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| l. Provides useful career counseling. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| m. Responds to correspondence. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| n. Availability. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| o. Provides useful career counseling on "tickets to be punched". | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| p. Provides useful career counseling on "right contacts" to make. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |

12. Which detailee did you evaluate?

☐ Current detailee

☐ Former detailee

13. How many times have you spoken to your current detailee?

☐ 0
☐ 1

☐ 2
☐ 3

☐ 4
☐ 5

☐ 6
☐ 7 or more times

14. If you have attended a detailee field trip meeting in the last two years, to what extent:

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|----------------|---|---|------|---|---|---------------|-----------------|
| | Very Little | | | Some | | | Very Great | Not Attended |
| a. Did it provide clarification of assignment policies and practices? | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| b. Did it give you an appreciation of officer career paths and alternatives? | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| c. Did it resolve some assignment problems you had? | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| d. Was it conducted in an open and honest manner? | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| e. Was it a useful and beneficial meeting? | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |

15 I cannot depend upon the detailing system to find a job that I want.

Strongly Disagree Neutral Strongly Agree

① ② ③ ④ ⑤ ⑥ ⑦

16. Please indicate your degree of agreement with the below statements. Use the provided scale in answering the statements about the detailer who assigned you to your current command.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--|-------------------|---|---|---------|---|---|----------------|--------------|
| | Strongly Disagree | | | Neutral | | | Strongly Agree | Not Assigned |
| a. I was favorably impressed with the way my detailer handled our interactions.. . . . | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| b. My detailer tended to have a closed mind, and thus I could not influence him/her.. . . . | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| c. My detailer made a sincere effort to meet my needs or to explain why he/she couldn't.. . . | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| d. The detailer located for me the best billet that he/she could, given the circumstances. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |

17. If you were disappointed with the assignment you received, indicate your degree of agreement with the below statements. If you were not disappointed, please mark here → ○ and go on to the next page.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|-------------------|---|---|---------|---|---|----------------|--------------|
| | Strongly Disagree | | | Neutral | | | Strongly Agree | Not Assigned |
| a. My detailer conveyed the news of my new assignment in a callous fashion. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| b. My detailer attempted to explain why the assignment was made. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |

E. DECISION PROCESS

1. How many more years do you plan to remain on active duty?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10
☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19 ☐ 20 ☐ 21

2. Do you feel that the Navy wants you to continue your career as an active duty naval officer?

Definitely Not Don't Know Definitely Does
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

3. When you are (or "should be") completing your Officer Preference Card, do you have a good idea of available billets for which you would be fully competitive?

Definitely Do Not Somewhat Definitely Do
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

4. Do you feel the billets you have received reflected your experience and past performance?

Definitely Do Not Somewhat Definitely Do
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

5. What is your evaluation of the following aspects of a Navy career?

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| | Very Negative | | | Neutral | | | Very Positive |
| a. Continuity of detailers. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> 7 |
| b. Assignments received. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> 7 |
| c. Change of assignments at 2-3 year intervals | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> 7 |
| d. Possibility of change of geographic location with assignment changes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> 7 |
| e. Sea duty. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> 7 |
| f. Shore duty. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> 7 |
| g. Overseas assignments, accompanied. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> 7 |
| h. Overseas assignments, unaccompanied | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> 7 |
| i. Commissary and exchange benefits | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> 7 |

6. If you were to seek civilian employment, how prepared are you to do so?

Essentially Unprepared Neither Prepared nor Unprepared Essentially Prepared
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

- 7 Please indicate the relative opportunity of obtaining each of the following characteristics in the Navy versus your expectations of obtaining them in a civilian career if you left the Navy.

Civilian

Navy

| | Substantially Better | Much Better | Better | Comparable | Better | Much Better | Substantially Better |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Interesting and challenging work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Ability to plan work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Work hours | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Minimal work stress | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Freedom from hassle | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Own initiative | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Pay and allowances | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Health benefits/care | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Job security | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Family stability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Desirable place to live | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. Desirable co-workers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. Recognition | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| n. Responsibility | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| o. Chance for spouse to develop own interests | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| p. Quality of superiors | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| q. Retirement program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| r. Variety of assignments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| s. Educational opportunities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| t. Promotional opportunities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| u. Social relationships | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| v. Amount of crisis management | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. Indicate what your decision was, if one has been made, for the following career options.

| I have decided to: | No | Undecided | Yes |
|---|-----------------------|-----------------------|-----------------------|
| a. Complete SWO PQS | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Request Dept. Head School | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Request PG School | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Make the Navy a career | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Seek a designator change from SWO | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Complete EOW Qual. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Complete qualification for Command | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Obtain a proven Subspecialty | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Request Staff or War College | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Remain geographically stable | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Accept a Washington headqtrs staff assignment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. Prepare for a career outside of the Navy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. Remain in the Navy beyond eligible retirement date | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| n. Strive for Command at sea | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| o. Strive for CAPT. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| p. Strive for flag rank. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| q. Seek a designator change to Material Professional | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

9. Please use your personal impressions to rate EVERY assignment below on its potential contribution to a SWO career (your community and designator).

| | Strongly Negative | Substantially Negative | Moderately Negative | Neutral | Moderately Positive | Substantially Positive | Strongly Positive | Not Realistic |
|---|-----------------------|------------------------|-----------------------|-----------------------|-----------------------|------------------------|-----------------------|-----------------------|
| a. SEA ASSIGNMENTS | | | | | | | | |
| 1. Department Head (DH)-Weapons | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. DH-Engineering | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. DH-OPS | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. DH-CRUCES | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. DH-AMPHIB | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. DH-SERVICE | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. XO-CRUCES | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. XO-Non CRUCES | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. XO-NRF | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. CO-AE | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. CO-DD | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Flag Aide | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. SHORE ASSIGNMENTS | | | | | | | | |
| 1. Shore Support Unit (OIC) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Flag Aide | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. SWOS-Basic Instructor | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Naval Academy Instructor | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. NROTC Instructor | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. OCS Instructor | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Detailer | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Washington Tour-OPNAV | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Washington Tour-NAV SEA | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Major Shore Staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Recruiting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Training Command (Enlisted) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Navy PG School Student | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Service College | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. Overseas Staff-WESTPAC | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Overseas Staff-EUROPG | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

10. How important are each of the following in determining whether you will remain on active duty after you become eligible to retire after 20 years?

| | 1 Not Important | 2 | 3 Somewhat Important | 4 | 5 Extremely Important |
|--|--------------------|---|-------------------------|---|--------------------------|
| a. Opportunity for flag rank | ① | ② | ③ | ④ | ⑤ |
| b. Opportunity for major command | ① | ② | ③ | ④ | ⑤ |
| c. Desire to retire as O-6 | ① | ② | ③ | ④ | ⑤ |
| d. Opportunity for rewarding assignments | ① | ② | ③ | ④ | ⑤ |
| e. Enjoyment of naval service | ① | ② | ③ | ④ | ⑤ |
| f. Opportunities for civilian employment | ① | ② | ③ | ④ | ⑤ |
| g. Financial benefits | ① | ② | ③ | ④ | ⑤ |

11. Please indicate how IMPORTANT each of the following areas are to remaining in the Navy.

| | 1 Not At All Important | 2 | 3 Neutral | 4 | 5 Extremely Important | 6 Not Applicable |
|--|------------------------------|---|--------------|---|-----------------------------|------------------------|
| a. Number of cruise liberty ports | ① | ② | ③ | ④ | ⑤ | ⑥ |
| b. Quality of liberty ports | ① | ② | ③ | ④ | ⑤ | ⑥ |
| c. Command duties | ① | ② | ③ | ④ | ⑤ | ⑥ |
| d. Family separation. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| e. Retirement benefits | ① | ② | ③ | ④ | ⑤ | ⑥ |
| f. Geographical stability. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| g. Basic salary. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| h. Esprit de corps | ① | ② | ③ | ④ | ⑤ | ⑥ |
| i. Recognition for accomplishments | ① | ② | ③ | ④ | ⑤ | ⑥ |
| j. Status of the SWO community in the Navy | ① | ② | ③ | ④ | ⑤ | ⑥ |

12. Now, please indicate how SATISFIED you are with the same areas.

| | 1 Very Dissatisfied | 2 | 3 Neutral | 4 | 5 Very Satisfied | 6 Not Applicable |
|--|---------------------------|---|--------------|---|------------------------|------------------------|
| a. Number of cruise liberty ports | ① | ② | ③ | ④ | ⑤ | ⑥ |
| b. Quality of liberty ports | ① | ② | ③ | ④ | ⑤ | ⑥ |
| c. Command duties | ① | ② | ③ | ④ | ⑤ | ⑥ |
| d. Family separation. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| e. Retirement benefits | ① | ② | ③ | ④ | ⑤ | ⑥ |
| f. Geographical stability. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| g. Basic salary. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| h. Esprit de corps | ① | ② | ③ | ④ | ⑤ | ⑥ |
| i. Recognition for accomplishments | ① | ② | ③ | ④ | ⑤ | ⑥ |
| j. Status of the SWO community in the Navy | ① | ② | ③ | ④ | ⑤ | ⑥ |

13. To what extent do you think about leaving the Navy prior to retirement?
14. Taking everything into consideration, to what extent will you make a genuine effort to search for employment outside the Navy, within the next year?
15. If they had to do it over again, to what extent do you think most of your ex-Navy (now civilian) friends would choose to leave the Navy prior to their retirement?

| | To No Extent | To A Little Extent | To Some Extent | To A Considerable Extent | To A Very Great Extent |
|--|-----------------|-----------------------|-------------------|--------------------------------|---------------------------|
| | ○ | ○ | ○ | ○ | ○ |
| | ○ | ○ | ○ | ○ | ○ |
| | ○ | ○ | ○ | ○ | ○ |

16. In general, how satisfied do you think your friends are who have left the Navy for a civilian career?

- ① Very satisfied
- ② Satisfied
- ③ Neither satisfied nor dissatisfied
- ④ Dissatisfied
- ⑤ Very dissatisfied

17. Looking at a SWO career, for approximately how many years from now do you have a relatively clear idea of what your career path (billets, promotions, etc.) will be?

- ☐ Less than 1 year
- ☐ 1 to 4 years
- ☐ 5 to 8 years
- ☐ 9 to 12 years
- ☐ 13 to 16 years
- ☐ 17 to 20 years
- ☐ More than 20 years

18. How attractive does the SWO career path appear to you?

- Very Unattractive Neutral Very Attractive
- ① ② ③ ④ ⑤ ⑥ ⑦

19. If notified in advance how would an overtour of up to six months be received by you?

- Very Negatively Neutral Very Positively Don't Know
- ① ② ③ ④ ⑤ ⑥ ⑦

20. If you are resigning from the Navy, do you plan to join the naval reserve?

- ☐ No ☐ Uncertain ☐ Yes ☐ Not applicable

21. If you are planning to resign from the Navy (or have submitted your letter of resignation) do you have a civilian job waiting?

- ☐ No ☐ Uncertain ☐ Yes ☐ Not applicable

22. Which of the following best describes the type of job you will have in civilian life?

- ☐ Government
- ☐ Education
- ☐ Business
- ☐ Professional
- ☐ Other
- ☐ Uncertain
- ☐ Not applicable

F. CAREER MANAGEMENT

1. On the scale below, check the statement which most applies to you.

- ① I am a surface warfare specialist.
- ② I am primarily a surface warfare specialist and secondarily a Navy officer.
- ③ I am an equal balance of both.
- ④ I am primarily a Navy officer and secondarily a surface warfare specialist.
- ⑤ I am a Navy officer.
- ⑥ Other

Using surface warfare as your community, please respond to the below items.

| | 1 Strongly Disagree | 2 | 3 | 4 | 5 | 6 | 7 Strongly Agree |
|--|---------------------------|---|---|---|---|---|------------------------|
| 2. My community has some programs to help me with my career which are different from other Navy communities such as aviation. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. My community has a higher rate of promotion for senior officers than the other Navy communities. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. My community tries to take care of its own in regard to promotions. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. It is almost essential for me to be sponsored by someone senior if I want to advance in the Navy. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. Officers in communities other than mine get the billets which contribute most to their Navy careers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. My community uses an "old boy" (informal) network to keep tabs on officers for the best assignments. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. It is important to have someone available with whom I am comfortable and trust to discuss my career. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. My senior officers interact with me frequently. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. I use senior officers as role models when I make career decisions. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. I have been counseled on how the Navy's career system works for members of my community. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. I have been counseled about the "right" contacts to make to help further my Navy career. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. I have been counseled on the Navy's career opportunities outside of my community. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. I have been counseled on the "blind alleys" which might kill my Navy career. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. I have been counseled on the "tickets" which have to be punched so that I can reach my career goals in the Navy. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16. I have had good counsel on the Navy's norms and values for officers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17. I have a close, personal relationship with a considerably more senior officer who serves as a mentor for my career. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18. I have counseled a more junior officer in career-related matters. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19. Officers need a special career counseling system for them. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 20. Visibility is very important at this stage in my Navy career. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 21. Increased emphasis on department head specialization will increase department readiness. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 22. The increasing demands being placed on officers are reaching undesirable proportions. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 23. More emphasis should be placed on developing the technical competence of division heads rather than department heads. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 24. Increased specialization will result in officers who are less prepared to deal with problems they will face as an XO/CO. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 25. Rotating division officers should help these officers become better department heads. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 26. Most officers are technically well prepared. It is the non-technical factors that differentiate the good from bad performer. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 27. No department head job is better than another in preparing an officer to be CO. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 28. Most department heads are technically well prepared; the problem for most officers is in the transition from technical expert (division officer) to manager (department head). | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

29. Recent revisions in the SWO career path were introduced to increase an officers' technical competence and experience base, especially at the department head level. Which of the following best summarizes your opinion of these changes?

- ☐ The SWO career changes are a step in the right direction. We need more emphasis on specialization.
- ☐ The SWO career changes have produced the right balance between a specialist and generalist orientation.
- ☐ The SWO career changes represent a setback. SWOs should be generalists and not specialists.

30. Which of the following best reflects your opinion of how the new SWO career will impact on fleet performance/readiness?

- ☐ Fleet readiness will be greatly improved.
- ☐ Fleet readiness will be somewhat improved.
- ☐ Fleet readiness will not be effected.
- ☐ Fleet readiness will be somewhat reduced.
- ☐ Fleet readiness will be greatly reduced.

31. In comparison with other communities, officers in my community make flag rank:

- Very Infrequently At the same rate Very Frequently
- 1 2 3 4 5 6 7

32. Rate the importance of each of the following, within your community, for making flag rank.

- a. High Specialization .
- b. Generalist (not overspecialized). . .
- c. Superb performance .
- d. Have right contacts .
- e. Have punched the right tickets

| | Of No Import- ance | Of Little Import- ance | Of Moderate Import- ance | Of Consider- able Import- ance | Of Ultimate Import- ance |
|---|--------------------------|------------------------------|--------------------------------|---|-----------------------------------|
| a. High Specialization . | 1 | 2 | 3 | 4 | 5 |
| b. Generalist (not overspecialized). . . | 1 | 2 | 3 | 4 | 5 |
| c. Superb performance . | 1 | 2 | 3 | 4 | 5 |
| d. Have right contacts . | 1 | 2 | 3 | 4 | 5 |
| e. Have punched the right tickets | 1 | 2 | 3 | 4 | 5 |

G. CAREER AND MARITAL STATUS

Married officers are to complete Part A. Married and single officers are to complete Part B.

PART A. MARRIED OFFICERS

Please indicate your degree of agreement with the below statements which relate to the family's impact on your career.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|----------------------|---|---|---------|---|---|-------------------|----|
| | Strongly Disagree | | | Neutral | | | Strongly Agree | NA |
| 1. My spouse's career limits considerably the options available in my career decisions. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| 2. At the present time, my career is more important to me than my spouse's career. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| 3. Family separation, because of deployment, makes my Navy career less attractive. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| 4. Family separation, because of in-port working hours, is a problem. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| 5. I feel that my detailee will make an honest effort to co-locate my spouse and me. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| 6. I have cut back on my career involvement in order to meet the needs of my spouse and/or children. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| 7. Counseling should be available to married couples to help them reduce the stress associated with dual career marriages. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| 8. Better support services (e.g., spouse employment information about a new community, and/or help in planning and coping with transfer) should be provided for transferring couples. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |

9. How is your spouse primarily employed? (Choose best response)

- ☐ Full-time homemaker
- ☐ Secretary/clerical
- ☐ Teacher
- ☐ Professional
- ☐ Engineer
- ☐ Business/finance
- ☐ Navy officer
- ☐ Navy enlisted
- ☐ Other military
- ☐ Other

10. How involved was your spouse when you made decisions during your last reassignment (completing the Preference Card, for example)?

- I defer to spouse's wishes ① ② ③ Equal Participation ④ ⑤ ⑥ I decide alone ⑦ NA ⑧

11. How involved is your spouse when you are making major career decisions such as staying in the Navy, choosing a second career, retiring, etc?

- I defer to spouse's wishes ① ② ③ Equal Participation ④ ⑤ ⑥ I decide alone ⑦ NA ⑧

12. How do you think your spouse feels toward your Navy career?

- ① Completely opposed ④ Moderately supportive
② Moderately opposed ⑤ Completely supportive
③ Neutral

13. Rate the below items with regard to the extent of their impact on your most recent PCS move.

| | To No Extent | To A Little Extent | To Some Extent | To A Considerable Extent | To A Very Great Extent |
|--|-----------------------|-----------------------|-----------------------|--------------------------|------------------------|
| a. My spouse's employment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Disruptions in children's schooling | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. My out-of-pocket expenses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Disruptions in social relations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. The moving process itself | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. My unavailability to help the family (en route training, for example) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Obtaining child care | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PART B. MARRIED AND SINGLE OFFICERS

Please indicate your degree of agreement with the below statements which relate to marital status and its impact on your career.

| | 1 Strongly Disagree | 2 | 3 | 4 Uncertain | 5 | 6 | 7 Strongly Agree |
|---|------------------------|---|---|----------------|---|---|---------------------|
| 1. Single officers work the same number of hours as married personnel. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| 2. Single officers are unable to obtain assignment to a desired geographic location, because all available billets have been filled in support of spouse co-location. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| 3. Marital status should be taken into consideration in the assignment process. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| 4. I believe there is a disparity in entitlements/allowances between married and single personnel. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| 5. There is too much concern for the family, particularly children, and too little for issues concerned with the single officer, such as recreation/entertainment. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| 6. The Navy treats its single personnel as fairly as it does its married personnel. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |

H. EDUCATION, TRAINING AND PROFESSIONAL DEVELOPMENT

Please indicate your level of agreement to the below items. In evaluating the first four items, consider ASW, CIC, etc. as technical schools and LMET, etc. as non-technical ones. Omit consideration of major professional schools such as NPGS or War College.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|-------------------|---|---|---------|---|---|----------------|----|
| | Strongly Disagree | | | Neutral | | | Strongly Agree | NA |
| | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| 1. Navy school(s) that I completed during my most recent transfer or present assignment were valuable to me in performing my job (mark "8" if none completed). | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| 2. The Navy has provided me with adequate training in the general (managerial) aspects of how to perform as a naval officer. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| 3. I believe that non-technical schools improve my ability to do my job. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| 4. Technical schools will increase my promotion opportunities much more than non-technical service schools. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| 5. An officer must serve as the head of a major department before selection for assignment as an executive officer afloat. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| 6. If an URL officer (116X) does not qualify within 24 months of shipboard duty, this may result in reassignment to shore duty and a designator change to 110X. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| 7. My ship has a planned program for rotating junior officers through several departments during their first sea tour. (Mark "8" if on shore duty). | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| 8. I have been encouraged by many of my seniors (CO, XO, department head, etc.) to pursue a graduate education. . . | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| 9. Obtaining a postgraduate degree will strengthen my chances for promotion. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| 10. I would rather receive a postgraduate degree from a civilian institution than NPGS. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| 11. If I leave my warfare specialty area for any reason, including attendance at NPGS, my Navy career will suffer. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| 12. The development of a subspecialty is important for my Navy career. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| 13. The development of a subspecialty is important for my career beyond the Navy. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| 14. More emphasis should be placed on developing an officer's leadership abilities rather than general managerial skills. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| 15. Attending one of the war colleges is important for my Navy career. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| 16. High performing officers (O-5) are being encouraged by seniors to pursue the Material Professional career path. . | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| 17. High performing officers (O-4) are being encouraged by seniors to pursue the Material Professional career path. . | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| 18. The assignment of an officer on sea duty as a division officer, may be a collateral duty. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |

I. CAREER ATTITUDES

1. Career Intention: The following item concerns the intensity of your desire to continue your career as a Navy officer at least until you are eligible for retirement. Areas on the scale are described, both verbally and in terms of probability, to provide meaningful reference points. Check the response which most closely represents your current level of commitment.

How certain are you that you will continue an active Navy career at least until you are eligible for retirement?

- ☐ 99.9-100% I am virtually certain that I will not leave the Navy voluntarily prior to becoming eligible for retirement.
- ☐ 90.0-99.8% I am almost certain I will continue my military career if possible.
- ☐ 75.0-89.9% I am confident that I will continue my Navy career until I can retire.
- ☐ 50.0-74.9% I probably will remain in the Navy until I am eligible for retirement.
- ☐ 25.0-49.9% I probably will not continue in the Navy until I am eligible for retirement.
- ☐ 10.0-24.9% I am confident that I will not continue my Navy career until I can retire.
- ☐ 0.2-9.9% I am almost certain that I will leave the Navy as soon as possible.
- ☐ 0-0.1% I am virtually certain that I will not voluntarily continue in the Navy until I am eligible for retirement.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|-------------------|---|---|----------------------------|---|---|----------------|
| | Strongly Disagree | | | Neither Agree nor Disagree | | | Strongly Agree |
| 2. The more I think about it, the more I feel I made a bad move in entering my career. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| 3. I am very satisfied with my occupation.. . . . | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| 4. I talk up the Navy to my friends as a great organization to work for. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| 5. I am fortunate to be located where I am. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| 6. I thoroughly enjoy my career. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| 7. I thoroughly enjoy my field of work. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| 8. I am proud to tell others that I am part of the Navy.. . . . | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| 9. I thoroughly enjoy my location. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| 10. I take great pride in my career. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| 11. I would feel happier with a different occupation. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| 12. I am extremely glad that I chose the Navy to work for, over other organizations I was considering at the time I joined. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| 13. I am very satisfied with my present location. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| 14. I feel very good about my career. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| 15. I definitely feel that I am in the right field of work. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| 16. For me this is the best of all possible organizations for which to work. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| 17. I would be more satisfied in a different location. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| 18. I definitely feel that I am in the wrong career. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| 19. I am very sorry I chose my occupation. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| 20. I take a positive attitude toward myself. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| 21. I have a definite plan for my career. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| 22. I have a strategy for achieving my career goals. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| 23. On the whole, I am satisfied with myself. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |
| 24. Compared to other areas of my life, my chosen career is <u>not</u> very important to me. | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ |

J. FITNESS REPORT

1. Please complete the following table by providing the indicated information from all of the fitness reports you received during your present tour and the tour preceding it. If you are enroute to a new assignment, use your last two tours, starting with your most recent FITREP. Include dates of fitness reports that are not available and write in the word "missing." Please circle your position on the Evaluation and Summary rankings. The first three lines are filled in as examples. Omit information which is not relevant or available. Since this is privileged information, you are not required to complete the below, but your help is essential to our ability to provide useful results. No information from an individual will be reported.

[illegible]

*1 = Sea 2 = Shore

K. COMMENTS

If you would like to comment on any aspect of your Navy career as it affects your desire to continue as a naval officer, please use this space. NOTE: Written comments may be used to support statistical summaries of data, but your comments will be used only if your anonymity can be assured. If your comments extend to additional pages, please add your SSN to those pages.

THANK YOU FOR YOUR ASSISTANCE WITH THIS QUESTIONNAIRE.

Rank: ☐ 0-1 ☐ 0-5
☐ 0-2 ☐ 0-6
☐ 0-3 ☐ 0-7
☐ 0-4

Sex: ☐ Male
☐ Female

NOTE: Would you like to receive feedback on the general findings of this questionnaire?

☐ YES ☐ NO

If yes, please provide name and SSN.

Name: _____

SSN: _____

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